

# BPS District Health Standards Book

## Health Grade Levels

### Middle School



## Middle School Grade Band



### Standard 1: Growth and Development

**HTL-MS.s1** Understand concepts related to human growth and development, health promotion, disease prevention.

- **HTL-MS.s1.01:** Analyze the relationship between health behaviors and personal health.
- **HTL-MS.s1.02:** Describe the interrelationships of emotional, mental, emotional, physical, and social health in adolescence.
- **HTL-MS.s1.03:** Analyze how the environment affects personal health.
- **HTL-MS.s1.04:** Describe how family history can affect personal health.
- **HTL-MS.s1.05:** Describe ways to reduce or prevent injuries and other adolescent health problems.
- **HTL-MS.s1.06:** Explain how appropriate health care can promote personal health.
- **HTL-MS.s1.07:** Describe the benefits of and barriers to practicing health enhancing behaviors.
- **HTL-MS.s1.08:** Examine the potential seriousness of injury and illness if engaging in unhealthy behaviors.
- **HTL-MS.s1.09:** Identify the anatomical structures of the reproductive system.
- **HTL-MS.s1.10:** Explain the processes of conception, prenatal development, and birth.
- **HTL-MS.s1.11:** Identify the benefits of abstinence and/or contraceptive methods.
- **HTL-MS.s1.12:** Acknowledge differences among individuals regarding gender.

### Standard 2: Health Influences

**HTL-MS.s2** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- **HTL-MS.s2.01:** Analyze how family influences the health of individuals.

- **HTL-MS.s2.02:** Describe how culture, personal values, and beliefs support and challenge health practices and behaviors
  - **HTL-MS.s2.03:** Describe how peers influence health behaviors.
  - **HTL-MS.s2.04:** Analyze how the school and community can affect personal health practices and behaviors.
  - **HTL-MS.s2.05:** Analyze how messages from media and technology influence health behaviors.
  - **HTL-MS.s2.06:** Explain the influence of norms, personal values, and beliefs on individual health behaviors.
  - **HTL-MS.s2.07:** Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors
  - **HTL-MS.s2.08:** Explain how school and public health policies can influence health promotion and disease prevention.
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### Standard 3: Access Health Information

#### **HTL-MS.s3** Demonstrate the ability to access valid health information, products and services.

- **HTL-MS.s3.01:** Analyze the validity of health information, products, and services.
  - **HTL-MS.s3.02:** Access valid health information from home, school, and community.
  - **HTL-MS.s3.03:** Access valid and reliable health products and services
  - **HTL-MS.s3.04:** Describe situations that may require professional health services.
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### Standard 4: Communication Skills

#### **HTL-MS.s4** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- **HTL-MS.s4.01:** Demonstrate effective verbal and nonverbal communication skills to enhance health.
  - **HTL-MS.s4.02:** Demonstrate refusal and negotiation skills to avoid or reduce health risks.
  - **HTL-MS.s4.03:** Demonstrate negotiation skills to avoid or reduce health risks.
  - **HTL-MS.s4.04:** Demonstrate collaboration skills to avoid or reduce health risks.
  - **HTL-MS.s4.05:** Demonstrate effective conflict management or resolution strategies.
  - **HTL-MS.s4.06:** Demonstrate how to ask for assistance to enhance the health of self and others.
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### Standard 5: Decision Making

#### **HTL-MS.s5** Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

- **HTL-MS.s5.01:** Identify circumstances that can help or hinder healthy decision making.
- **HTL-MS.s5.02:** Apply the decision-making process in health-related situations.
- **HTL-MS.s5.03:** Distinguish when individual or collaborative decision making is appropriate.
- **HTL-MS.s5.04:** Distinguish between healthy and unhealthy alternatives to healthrelated issues or problems.
- **HTL-MS.s5.05:** Predict the potential outcomes of healthy and unhealthy decisions on self and others.

- **HTL-MS.s5.06:** Choose healthy alternatives over unhealthy alternatives when making a decision.
  - **HTL-MS.s5.07:** Analyze the outcomes of a health-related decision.
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### Standard 6: Goal Setting

**HTL-MS.s6** Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce risks.

- **HTL-MS.s6.01:** Assess personal health practices.
  - **HTL-MS.s6.02:** Develop a goal to adopt, maintain, or improve a personal health practice.
  - **HTL-MS.s6.03:** Apply strategies and skills needed to attain a personal health goal.
  - **HTL-MS.s6.04:** Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
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### Standard 7: Health Practices

**HTL-MS.s7** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- **HTL-MS.s7.01:** Explain the importance of assuming responsibility for personal health behaviors.
  - **HTL-MS.s7.02:** Analyze health behaviors that will maintain or improve the health of self and others.
  - **HTL-MS.s7.03:** Demonstrate health behaviors to avoid or reduce health risks to self and others.
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### Standard 8: Health Advocacy

**HTL-MS.s8** Demonstrate the ability to advocate for personal, family, and community health.

- **HTL-MS.s8.01:** Construct a health enhancing position on a topic and support it with accurate information.
  - **HTL-MS.s8.02:** Demonstrate how to influence and support others to make positive health choices.
  - **HTL-MS.s8.03:** Work cooperatively to advocate for healthy individuals, families, and schools
  - **HTL-MS.s8.04:** Identify ways in which health messages and communication techniques can be altered for different audiences
  - **HTL-MS.s8.05:** State a health enhancing position on a topic and support it with accurate information.
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